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ARTICULATION OF FOREIGN LANGUAGE INSTRUCTION IN UTAH.

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REPORT NUMBER MONOGR-3 PUB DATE MAR 67
EDRS PRICE MF-$0.25 HC-$2.00 50P.

DESCRIPTORS- *MODERN LANGUAGES, *ARTICULATION (PROGRAM), *LANGUAGE INSTRUCTION, *PROGRAM IMPROVEMENT, *PROGRAM COORDINATION, FLES, JUNIOR HIGH SCHOOLS, HIGH SCHOOLS, COLLEGE LANGUAGE PROGRAMS, LANGUAGE LEARNING LEVELS, UTAH STATE BOARD OF EDUCATION,

THE FIVE DIVISIONS OF THIS MONOGRAPH ARE DEVOTED TO THE DIFFICULTIES OF ESTABLISHING SUCCESSFUL ARTICULATION IN PRESENT FOREIGN LANGUAGE PROGRAMS. PARTS I AND II ARE A DESCRIPTION OF THE PROBLEMS AND SUGGESTED SOLUTIONS AS VIEWED BY A FLES TEACHER, A JUNIOR HIGH SCHOOL TEACHER, A SENIOR HIGH SCHOOL TEACHER, AND A COLLEGE TEACHER. ADDITIONAL VIEWPOINTS OF A PRINCIPAL, A HIGH SCHOOL COUNSELOR, AND AN ASSISTANT SUPERINTENDENT ARE EXPRESSED IN PART III AS A MEANS OF AVOIDING A ONE-SIDED APPROACH TO THE PROBLEM OF ARTICULATION. PART IV IS AN OUTLINE OF THE REACTIONS TO A SYMPOSIUM ON ARTICULATION BY THE TEACHERS WHOSE REPORTS ON THE SAME TOPIC APPEAR IN PARTS I AND II. GIVING A TOTAL PICTURE OF THE PROBLEM OF ARTICULATION IS A SPEECH BY LESTER MCKIM, PRESENTED IN PART V, IN WHICH HE DISCUSSES THE PLANNING AND IMPROVEMENT OF SEQUENTIAL LANGUAGE LEARNING FROM KINDERGARTEN THROUGH COLLEGE. (SS)

ED013043

ARTICULATION OF FOREIGN LANGUAGE INSTRUCTION IN UTAH

Monograph III

Utah State Board of Education
Division of Elementary and Secondary Education
1400 University Club Building
Salt Lake City, Utah
March 1967

FL 000 515

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FOREWORD

Contrary to the opinions of many administrators and supervisors, the best solution to the problem of foreign language instruction is not to eliminate it from the elementary or junior high school curriculum. The cost of such drastic action would be far greater than the student should have to pay. If our children are to be educated to live in today's world, they must have languages.

It would appear that all areas of the curriculum have had their share of criticism and controversy. Although many people were concerned that Johnny couldn't read at one time, he seems to be making better headway presently. The "new" mathematics has had its share of questions and criticism as well.

Cooperative action between foreign language enthusiasts, administrators, supervisors, and counselors must take place in order to make substantial improvement. This monograph was written in an attempt to look at problems and suggest possible solutions in foreign language teaching in Utah. It takes a great deal of energy in order to accomplish small gains, but we can be sure that progress continues to be made.

It appears that foreign language instruction is on a plateau, in regard to popularity, but one of the most promising signs of improvement is the fact that solid programs are being built on carefully planned experiences and sequences of learning. This is what this monograph is all about.

The September 1966 issue of the Foreign Language Speaker was devoted to describing the problems of articulation as perceived by an elementary

teacher, a junior high teacher, a senior high teacher and a college teacher of foreign language. Their comments have been reprinted as Part I of this monograph.

During the October 1966 Conference of the Utah Foreign Language Association, the teachers who wrote in the September 1966 issue of the Foreign Language Speaker were invited to take part in a symposium and tell what they thought should be done to solve the problems they had described in the "Speaker." Summaries of their discussions make up Part II of this monograph.

Three additional educators, not directly involved in teaching foreign languages, were invited to give their viewpoints on the situation. A junior high school principal, a senior high school counselor, and an assistant superintendent of a city school district ourlined the problems and offered suggestions as they viewed foreign language instruction from their vantage points. This is Part III.

After listening to the symposium on articulation, the teachers who attended the October 1966 UFLA Conference were divided into buzz groups for personal reaction and comment. Recorders summarized these comments. This is Part IV.

The highlight of the Conference was the address given by a national authority in foreign language education. Professor Lester McKim gave his reaction to the symposium, the buzz sessions and then discussed the problems of articulation from kindergarten through college. This is Part V of this monograph.

It is hoped that the reader can find clues to the solution of his problems in articulating foreign language instruction by comparing them with the problems and solutions described herein.

Elliot C. Howe, Specialist
Foreign Language Education

PART I

THE FOREIGN LANGUAGE TEACHER DESCRIBES THE PROBLEMS

Reprinted from the Foreign Language Speaker
September 1966

ARTICULATION OF FLES

By E. Ileene Worsley
Elementary Teacher, Davis School District

Articulation should be vertical from FLES through college and horizontal within the language at all levels.[1] Many problems in articulation are common to all levels of education. Perhaps the major administrative difficulties arise in making provisions for receiving and advancing students.

The articulation problems in the elementary school involve, however, both administrators and teachers. There seems to be a lack of administrative interest in initiating and following up on FLES programs. There is a definite lack of teachers who are competent in a foreign language. Coordination between the administrative and teaching staffs in order to establish effective guidelines for the program is not adequate. This results in a general lack of unifying elements such as a common program, general training of teachers, and a common core of language learning.

Problems arise in scheduling and in integrating FLES with the regular curriculum. Often a variety of available programs are used to fit the needs of a local situation without enough coordination for providing proper sequence and articulation of the elementary program with the junior high school. Sometimes the programs used lack sufficient published material to provide adequate scope and sequence. Lack of a common framework for evaluating student progress also creates problems in articulation.

Recognition of these problems is only one step toward their solution. To be effective, the foreign language program must be continuous and well articulated. "...Foreign language requires a gradual accumulation of experience over an extended period of time."[2]

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[1]Norma A. Enea, "Articulation in the Foreign Language from FLES to College, "Canisius College Language Methods Newsletter, p. 14.
[2]Guidelines for the Teaching of Foreign Languages in Santa Clara County, prepared by the Foreign Language Association of Santa Clara County, California, 1964, p. 2.

ARTICULATION IN THE JUNIOR HIGH SCHOOL

By David Donohoo
Teacher of Spanish
Hillside Jr. High School, Salt Lake City District

New insights into methodology and learning techniques have brought the foreign language teaching profession to an all time high. The challenge of solving the problems created by the introduction of new methodology is apparent.

Articulation is a concern to all people involved in the teaching of foreign languages. Where to continue in sequence from elementary to junior high and junior high to high school needs a solution.

FLES programs are becoming increasingly stronger; yet when these students reach the junior high level, they are placed in beginning classes and given material they have already mastered.

Scheduling difficulties often place students of varying levels in the same classroom period. Classroom loads are increased and learning experiences limited.

Language learning is not recognized by many counselors and administrators as an important subject in the curriculum. Many students are advised, therefore, to postpone language learning or to interrupt their language learning sequence until a later time. Also, many counselors send students into foreign languages who have no aptitude for language learning--they just want to avoid English.

In many areas teachers are using different programed texts within the same district. When students move from school to school, they must acquaint themselves with the new material, losing many weeks of valuable time.

Teachers are left to their own discretion as to what is an adequate language program. Lack of supervision and proper guidelines often leaves the teacher in a quandry. A definition as to what constitutes a level of learning is lacking.

In some districts course numbering, which usually begins in junior high, is not fully understood. Many times a student following a numbered sequence finds himself in a class too advanced for him or one not advanced enough.

The tendency of treating all students as equals often forces students to move forward in the program when they are not prepared to do so. Social promotions are often forced upon teachers by well meaning administrators. The lack of cooperation within the school may limit the foreign language program. Foreign languages teachers often fail to recognize the value of using other teachers to enrich their program. Social studies, literature, and music are all good subjects for inter-subject articulation.

Teachers too often do not meet together as a district to discuss and share ideas concerning the language they teach.

There are, perhaps, other problems that should be considered that concern articulation. Whatever the problems might be, effective language learning will require schools and teachers within school districts to work closely together to solve these problems.

PROBLEMS OF ARTICULATION OF FOREIGN LANGUAGES IN THE SENIOR HIGH SCHOOL

By Ralph P. Vander Heide
Teacher of Spanish and German
Clearfield High School, Davis School District

There are problems of articulation of foreign language courses in the State of Utah and in the nation which demand our attention.

Statements such as the following are frequently heard: "Mr. Jones at the other high school finishes 12 units; I can only get through 9," or "When my students have had two years of high school French, what college French course are they ready for?"

The frustration exists not only because of junior high, high school, and college differences but also because of difference among methods and textbooks in a given district or school.

The problem presents us with two important questions: (1) What does a given foreign language level mean? (2) After "level" is defined, how is it taught effectively so that the definition of "level" doesn't change?

Administrators sometimes complicate the problem by requiring coverage of fewer units in the junior high than in the high school courses. When Johnny enters the high school having covered 3/4 of the 1st level high school course in the junior high, where does he fit?

The Los Angeles city schools have attempted to solve this problem of articulation by adopting one course of study for the entire city and then requiring teachers to teach that course in a given manner. This at least presents a partial solution in one area of the nation.

Surely, through conscientious thought and labor, we can improve the situation in Utah.

PROBLEMS OF ARTICULATION IN FOREIGN LANGUAGE TEACHING AT THE COLLEGE LEVEL

By Dr. John A. Green
Brigham Young University

No problems today, in foreign language teaching, are greater than those concerned with articulation or the development of a complete language program running from elementary school through to the university without any of the present breaks or gaps:

1. The majority of foreign language teacher on all four levels (elementary, junior high, high school, and university) do not presently recognize the problems and do not take enough professional interest to attend state and regional meetings where the problems can be aired.
2. The present split over modern vs, traditional foreign language teaching methods, especially at the university level, too often results, at present, in nullifying the foreign language programs and skills developed on the other three levels.
3. The university college of education is presently committed to train teachers simply to teach, but not to teach, in this case, a foreign language.
4. The university presently shows little or no willingness to provide the other three levels with any clear statement of its foreign language goals and what it thus expects of incoming high school language students and thereby offers little possibility of continuity between high school and the university.

5. It would be frustrating to foreign language programs on the first three levels for each university in an area to define its own foreign language goals and expectations, but there would be difficulty in persuading the separate institutions in a state or region to work out a general statement on which each could agree.
6. The university's current "one year of secondary language training--one semester or college language training" rule of thumb does not recognize or allow for the wide discrepancies that presently exist between teacher certification and qualification on the secondary level.
7. Inexperience and low salaries presently account for the inability of most foreign language teachers to catch the vision of an integrated, uninterrupted language program starting at the ideal age of nine or ten and moving smoothly through to the university level.
8. Without the creative thinking of dedicated people across a region or a state, and within the framework of an organization empowered to begin making articulation a reality, the total foreign language program will continue to operate by fits and starts, and the overall educational picture of that area will continue to be weak.

PART II

THE FOREIGN LANGUAGE TEACHER MAKES SUGGESTIONS TO SOLVE PROBLEMS OF ARTICULATION

ARTICULATION OF FLES

by
E. Ileene Worsley
Centerville Elementary, Davis School District

Adequate articulation horizontally and vertically is vital to an effective foreign language program--FLES included. Some suggestions for facilitating articulation of FLES include: (1) a foreign language coordinator to promote better communication and cooperation among all school personnel involved in the foreign language program, (2) a program of adequate scope and sequence (determined by a representative body of foreign language personnel) that is adaptable to various situations, (3) adequate teaching aids and materials, (4) a common framework for evaluating pupil progress and achievement of program goals, (5) integration of foreign language program with the regular curriculum, and (6) proper scheduling.

A FLES representative from each elementary school should be a member of a coordinating foreign language council to promote better articulation. FLES teachers should visit and work with other FLES teachers and with secondary teachers. Team teaching, ungraded schools, and multi-track programs can be used to facilitate articulation of FLES with itself and with secondary schools. The best articulation provides for the pupils a gradual accumulation of meaningful foreign language experiences over an extended period of time.

ARTICULATION IN THE JUNIOR HIGH SCHOOL

by
David I. Donohoo
Hillcrest Jr. High
Salt Lake City School District

Our problem today is that of articulating the foreign language program as the student proceeds from one educational level to the next.

The major problem in the junior high school is what to do with students coming from the elementary school who have had a foreign language background, yet must, because of load requirements, be placed with students who have had no foreign language experience.

The first mistake teachers make in a situation of this kind is to assume that all students have had no experience. Teachers forced into a situation of this kind must recognize that there are differences in ability among their students.

Usually the first two or three units are very easy, and are quickly grasped by most students. The first units, then should be accelerated to "appease" the faster student, and then thoroughly reviewed as the program continues in order that the student without experience would not lose material important to his continued success as a foreign language student.

The junior high school teacher should secure a copy of the elementary school program and provide an opportunity for himself to watch an elementary school program in action either on television or live classroom presentation. He should become acquainted with the elementary foreign language teacher and have a good working relationship with her. Any problems that are encountered, could then be solved with mutual agreement and understanding.

Language learning is not recognized in its full importance, because we as teachers have not placed enough importance on it ourselves. Counselors and administrators have too long been kept in the dark as to what is going on in the foreign languages classes. Counselors and administrators should be our best friends. We as foreign language teachers must take the initiative to inform them of what we are doing. It is up to us as teachers to sell our language program to administrators, counselors, and to parents. These people can be a great aid in solving articulation problems.

Where supervision is lacking, teachers must take the initiative of meeting together to solve the problems of articulation. It is a little disheartening for a teacher to hear, that "when I get so and so's students they never know anything," especially when the two teachers involved have hardly a speaking acquaintance. Teachers within a district must get together frequently. Their main objective should be that of obtaining a close working relationship with one another so that problems might be discussed and solved on a common basis. Textbook selection and program planning should be discussed. Within a given district teachers should be uniform as to which program they will use. They should be concerned with articulating that program from elementary through high school. A sharing program of ideas, and an opportunity for each teacher within the district to see all phases of the program in action should be provided. If we maintain an attitude of communication and cooperation among all parties concerned, many articulation problems could be solved before they become a serious concern to us.

SOLVING PROBLEMS OF ARTICULATION IN THE HIGH SCHOOL

by
Ralph P. Vander Heide
Clearfield High School
Davis School District

It is encouraging to witness all this concern about articulation in our foreign language programs in the Utah schools -- elementary through university. I'm certain that many people (especially teachers) have been concerned for some time. I'm certain also that from time to time something has been done to remedy poor situations and to improve articulation in general. However, at this moment because of the emphasis being placed on this problem at this conference all FL teachers in the state should be concerned about articulation, should be willing to hear suggestions for improvement, and should be resolved to attempt to better coordinate levels of FL instruction in their respective districts. If the latter statement is true, we can expect improvement because teacher pressure is important.

I think point no. 1 made by Dr. Green in the Sept. issue of the FOREIGN LANGUAGE SPEAKER is vitally important. He stated there that "The majority of foreign language teachers on all four levels (elementary, junior high, high school, and university) do not presently recognize the problems and do no take enough professional interest to attend state and regional meetings where the problems can be aired."

I'm most concerned with articulation between the junior high and the high school. However, I realize that the problem concerns a broader area. I would like to suggest here today some partial solutions.

It is first of all necessary that all large districts have a foreign language supervisor. I don't think that it is asking too much to suggest that this supervisor be well trained in two or more languages, be experienced

in modern FL teaching methods, and have the ability to make constructive contributions and criticisms to the FL teachers of his district. Some districts are already employing such trained personnel.

This supervisor should consult FL teachers in his district, hold district meetings, and in various ways get the opinions of the best FL teachers in his district. He should also know what is being done in the colleges in this state and what is being done in the field of foreign languages nationally. Then, with cooperation from administrators a well articulated FL program could be set up for each language.

A course of study could be prescribed and teachers could be told to have material covered in a given fashion by a given date. I know that freedom is precious to teachers, but I also know that some who are most adamant about teaching in their individual fashion do a poor job in the classroom. Thus some individuality could be allowed for as long as the prescribed material were covered properly.

This should do much to eliminate the problem of Johnny coming from school Y to the high school with a good knowledge of the geography of Spain but with no knowledge of the difference between SER and ESTAR, or the problem of Sally coming from school X to the high school spouting the birth date of Calderon de la Barca but pronouncing T-O-D-O as TODO (English instead of TODO (Spanish), or the problem of the child who is well trained in Spanish in the junior high only to find the high school class to be a Spanish "sing along."

District wide tests could be administered to determine if the material were properly covered and learned. There would have to be periodical supervision.

No student should be allowed to proceed to a higher level until he has mastered sufficiently the material being covered at his present level. I

don't think it at all absurd to require at least 75% mastery. I do find the statement "I've had German I" absurd because it is often so meaningless.

How frustrating it is for instance for both good students and teachers when in a third year German class a student says Ik habe geganger and doesn't know that he has made two mistakes! We could detect and then correct instances of such mistakes through district wide tests.

Allow me to recapitulate briefly. Each district needs a good supervisor. Teachers should be teachers who care. Materials should be covered in equal amounts and in nearly equal manner in each given level. District tests should be used to determine degree of mastery, and visits from the district FL authority (the supervisor) should be regular in all schools and frequent in schools where his help is needed most.

I don't feel that my suggestions are utopian fantasies. Things such as I have suggested are being done. It would take only a little effort, desire for efficiency and improved learning, and the cooperation of administrators and school boards to make them a reality throughout Utah.

I believe that young people can learn a foreign language if we let them.

ARTICULATION: THE ROLE OF THE UNIVERSITY

by
John A. Green
Professor of French
Brigham Young University

When I compare the language teaching situation of ten or fifteen years ago with that of today, I acknowledge the progress we have made. At the same time, the problem of articulation has grown to the point of being critical. That it has is an indication, I believe, that our language teaching situation here and across the nation is growing up too much like Topsy--without enough unified philosophy, not enough direction, not enough of a unified program or approach or set of principles on which all generally agree. The first step, then, toward solving the articulation problem is to agree on what we are trying to do, and on how we are going to do it.

I see the university, especially, playing a key role in this vital process of unification. Teacher training is handled there--i.e., whatever philosophy, methodology, and direction our language teachers get, it all starts at the university. Teacher competency is certified there, and more and more young people taught by those certified teachers go on to university. The totally unique situation of the university, then, as I see it, offers the greatest immediate possibility for control and eventual elimination of the articulation problem.

First of all, in the field of teacher training, the university language department can greatly control the spread of confusion resulting from faculty members of widely differing talents and opinions simply taking turns at handling the methods courses. As the students in these courses graduate and move out to teach in the area schools, the differences magnify and take root, thus complicating rather than easing the problem of articulation. Apprentice teachers deserve the best teacher trainers, but prior to selecting the best

the university language department can perform, I believe, a great service by working out and committing itself to a broad philosophy of language teaching that is compatible with present needs. Those needs, I suggest, are plain enough today for all to admit: (a) that we must teach students to understand and speak a foreign language, as well as to read and write it; (b) that reading and writing represent advanced, not elementary skills in the language learning process; and (c) that grammatical descriptions of the language, however important, teach about the language, but not the language itself.

I am convinced that a university language department's decision to put some meaningful direction into its language teaching program throughout undergraduate and graduate work by committing itself to a basic philosophy rather than just offering varied course work, would do more for articulation than any other single thing. That philosophy, at least the broad outline of which could be worked out with specialists from the college of education and representatives from the public schools, would strengthen the language programs of all the elementary, junior and senior high schools in the area by giving those teachers a far more precise and definite goal to aim at than any of them now have. The pre-college language programs would then take on more direction and unification than is presently the case, arguments over methods would be minimal, and there would be more assurance that the language skills developed by students in high school would fit in, rather than clash with, college work.

When a university language department agrees on a basic philosophy that is in turn acceptable to the public schools of an area, then there is justification in filling in the present breaks and gaps to develop a complete language program running smoothly from the elementary school through university. When we at the university begin to lead out in the discussion and formulation of a basic, unified philosophy compatible with present needs and with public

school language programs, the articulation problem will begin to dwindle, our whole language program will cease to operate by fits and starts, and the overall educational picture of our area will be that much stronger.

PART III

THE PRINCIPAL
THE HIGH SCHOOL COUNSELOR
THE ASSISTANT SUPERINTENDENT
EXPRESS THEIR VIEWPOINTS

THE PRINCIPAL COMMENTS ON FOREIGN LANGUAGE INSTRUCTION

by
Mr. Eddie Isaacson
Bryant Jr. High

The principal is concerned with foreign language instruction but he must be concerned with all other areas of the curriculum as well. In order to have a good school, all departments must be functioning smoothly and be well organized. The principal is given a specified number of teachers and a program of studies or courses that students must follow and he must organize teachers and students so that they come together the required number of times during the year to meet District and State prescribed courses. A six period day usually makes it very difficult for some children to study two elective subjects such as music and a foreign language in the junior high school. Perhaps modular scheduling would help alleviate this problem. Foreign language classes are entitled to a fair share of the time, materials, and effort; but the electives have to compete for students.

I have been grateful to the fine foreign language teachers in my school because they have kept me informed as to what they are doing and what success they are having in their programs. Most principals know very little about foreign languages or else they have had an unpleasant experience with language requirements in doctoral programs and do not want to be reminded of the difficulties they have had. I would suggest that foreign language teachers go out of their way to keep the principal informed.

The principal who does not know a foreign language generally must hold the foreign language teacher solely responsible for the success or failure of her program. Most schools do not have many supervisory visits from district personnel in regard to the foreign language program.

Whenever a teacher asks for new materials or other special items, I try and see that they receive what they ask for. If they don't ask, I cannot go to them and say why don't you try this item or that teaching device. As I say, if a teacher will ask and can give good reasons for requesting a few special items, I do all I can to see that she gets what she wants and needs.

My major suggestion to the foreign language teacher is to keep in close touch with the principal and let him know what you are doing and how you are coming.

COUNSELING PROBLEM RELATIVE TO FOREIGN LANGUAGE

by
Jean Taylor
Counselor, Hillcrest High School
Jordan School District

In counseling students with foreign language problems at high school level, two major factors seem to emerge: first, problems centering around student-teacher relationships and secondly, problems inherent in the overall curricular plan, or lack of it.

Unresolved differences in the role-definition and training philosophies of counselors become acutely apparent in this situation. The counselor who is primarily client oriented, without a background of teaching experience, and some curricular and group scheduling knowledge, is prone to view foreign language problems in a student-teacher relationship frame of reference. This counselor usually evaluates the situation either as the teacher being too demanding or the student lacking the capability and/or study commitment enough to master a foreign language. In either case he may be correct. On the other hand, counselors with a broader school experience background usually come to realize that many foreign language learning problems are the result of curricular program inadequacies. For example, great variation in foreign language experiences provided to students in both elementary and junior high brings to the high school situation a wide range of students competence. Thus an extremely difficult problem of differences in needs to be met, often within a single class, is presented. Both teacher and students can become so discouraged in this atmosphere that the whole program suffers. Preparations and discipline are an almost unsurmountable challenge for even the best qualified teacher when students of widely varying backgrounds and abilities are placed in the same class. Students often choose not to continue on to the third and

fourth year programs under such circumstances. A chain reaction is touched off which causes advanced classes to be small and again combined. The teaching problem is thus further aggravated and a down-grading of the entire program results.

Many disturbing factors contribute to this scene. Elementary teachers are seldom trained in foreign language. Some have acquired a background by additional experiences which they are able to utilize in their teaching, many very effectively. However, methods of presentation vary greatly, which language is made available is a matter of chance, and the amount of material covered is a matter of individual teacher choice.

Because of the contained unit classroom at elementary level, scheduling of a foreign language program is difficult. Nonetheless, most elementary teachers in a foreign language manage to make the experience a warm, delightful one. The picture media of television contributes an interesting experience where used. The cultural conversational approach enriched with music, dancing, art work, etc., usually makes this an exciting experience for the elementary student. Little if any grammar background is provided, however, and herein is created another problem at the secondary level.

Most high school, and some junior high, foreign language programs emphasize the grammar aspect. In the general or required school subject there is a consistent series of steps of increasing difficulty at each grade directed toward high school preparation. The inconsistencies of the foreign language program already mentioned makes this seldom possible. The accelerated student can bridge the gap reasonably well, but large numbers of average and good students find the step a long one. Suddenly a subject which in their elementary years was a delight becomes at high school a demanding academic one requiring a maximum of daily effort, drill and homework. Understandably, students caught in such a situation see withdrawal from the class as the solution. Usually justice to neither teacher or student is done by belaboring this point.

It would seem that preventive solutions to these problems present by far the better possibilities to enable students to function successfully in foreign language programs and at the same time build programs to offer expanded opportunities for students.

Training programs for elementary teachers with more consistent offerings for each school and definitions of progression relative to grade level would appear to be desirable. The junior high program and materials should be re-examined for creating a transition atmosphere in the foreign language field from elementary to high school. At high school level, in view of the existing problem, some special programs are needed to provide an environment in which the student not entirely ready to meet the regular program can continue his interest in foreign language and progress toward a more academic goal in it.

Teachers can do much to meet student needs by re-evaluating their materials and presentations. Special study methods should be included early each year in classes. More thorough planning needs to be made in particular for those students who have some home background in a foreign language and who speak it imperfectly; many of these students have corrective needs as well as the need for learning to read and write their native tongue. Possibilities for assisting minority groups to achieve status in the foreign language program abound if utilized. Foreign exchange students might also be utilized to enrich these programs.

In the final analysis, care in scheduling to meet individual student needs is of particular importance because of these existing problems. Definition of program intent needs to be considered. If foreign language is used as an accelerated program, adequate testing is indicated. If it is a program open to all students, course content should be geared to meet the

students' capabilities. In all events, immediate expediences should not replace the long range planning that is so sorely needed to vitalize a program such as foreign language which presents such excellent opportunities for the educational future.

LANGUAGE ARTICULATION PROBLEM AS VIEWED BY A SUPERINTENDENT

by
Arthur C. Wiscombe
Deputy Superintendent
Salt Lake City School District

1. Adequate Central Office Supervisory Leadership

   The foreign language program will be relegated to a role of mediocrity if strong leadership is not provided at the district level. The supervisor must give direction and offer support to foreign language teachers so that they will have a sense of security in what they are doing. They need to be able to go to someone who understands their problems and can listen intelligently to what they have to say. Two or more districts in rural areas might share in the cost of employing a foreign language supervisor and avail themselves of these services.

2. Course of Study

   In order for foreign language instruction to be successful, a district wide course of study should be cooperatively decided upon by foreign language teachers of all levels. Each foreign language should be instructed so that an unbroken sequence of skills and knowledge may be acquired by students.

3. The Foreign Language Teacher Is the Key

   All other phases of articulation are secondary in nature to the foreign language teacher and what he or she does in the classroom. If the teacher is not enthusiastic, professionally prepared, and dedicated, all texts, sequence of courses, supervisory services, and administrative support will fail. The teacher is and will remain the key issue in the articulation of foreign language instruction.

4. Wasted Time at the Elementary Level Can Result

The elementary school foreign language program is a particularly critical issue; a great deal of careful attention must be given this level of instruction. If the child has an unfortunate experience at this level he will deslike foreign language study for the rest of his life. The same generalization applies to the regular classroom teacher and the principal of the elementary school. If things do not go well with the fles program, these people want to do away with it and they will resist any attempts to reinstate foreign language instruction.

If the student takes a foreign language in the elementary school and then goes to a junior high school and is placed in a class with beginning students his time is wasted. If the same student must wait for two or three years before he can resume the study of a language, he is wasting time.

5. Foreign Language Not Required is Both an Advantage and a Disadvantage

At first glance it seems that foreign language is at a disadvantage because it is not a required subject of the curriculum. This is the case when administrators have to cut back on programs due to the lack of funds; foreign language is often the first to suffer when economy measures are enacted.

The advantage of not being a required subject means that only students who want a language enroll. The total effect should work to the advantage of the foreign language program. Only students who really want the subject enroll and usually a student who is capable and motivated stays in the program.

6. Regional and National Conventions to Stimulate Teacher Interest

Foreign Language teachers should be given the opportunity to attend conventions so that they can receive inspiration and assistance.

7. No Foreign Language in Primary Grades

Until the child has mastered his own language he should not be troubled or confused by having to learn another tongue. I do not think that foreign languages should be taught in the primary grades. Defensible elementary school language programs will require, among other things, an adequately trained teacher and the opportunity for the child to use the newly acquired language skill.

8. Problem of a Balanced Curriculum.

It will take time to develop a balanced curriculum. Planning and leadership will have to be exercised. It will take time to develop teachers with the proper skills, and to develop textual materials that are adapted for the various learners and to develop schedules that allow each subject the amount of time needed to accomplish the desired goals. Things do not just happen, it takes thought and communication to solve all of the problems we face presently. If we continue to struggle with these problems we will improve and make foreign languages do the wonderful things for children we know they can do.

9. A District Philosophy Needed

The school district should decide whether foreign language instruction will be of value to its students and put these decisions into writing and then put them into practice. If districts do not want foreign languages, they should be excluded from the schools because what is not worth our best effort we should eliminate. However, by virtue of the same reasoning, if we decided that foreign languages are important, then we should teach them with vigor and excellence.

10. Department Head Concept

I think that a district should make the stronger, experienced teachers Department Heads or Curriculum Instructional Specialists and give them time to visit other teachers. The new teachers could then get someone to assist them with their problems. The department head should be given financial consideration in recognition of his skill, experience and additional responsibility.

11. Is Foreign Language Better Off or Worse Than Other Areas

When compared with other areas of the curriculum I do not think that foreign languages are worse off. At the upper end of the scale of ability, all departments compete for the capable students. In order for the high school to have a marching band for the pep club, the band teacher says that he must have from 100 to 120 students in grade seven. Physics teachers, math teachers all want the best students to register for their classes.

12. Summer Curriculum Development

Perhaps more could be done to upgrade the language program by extending the opportunity for teachers to have summer curriculum development opportunities. This will provide excellent in-service training advantages as well as new curriculum guides.

13. Major and Minor Concept for Prospective Elementary Teachers

It would help if more elementary teachers got either a major or minor in a foreign language in order to provide enough competent teachers for the fles program. Perhaps we should encourage more elementary teachers to get a minor in a language and then group these teachers in schools that have a particular language program.

PART IV

BUZZ SESSIONS

THE TEACHERS' REACTIONS TO PROBLEMS AND SUGGESTED SOLUTIONS ABOUT ARTICULATION OF FOREIGN LANGUAGE INSTRUCTION

Compiled by
Harold Olmstead
President of U.F.L.A.

BUZZ SESSION CONCLUSIONS

I. FLES

1. The effectiveness of T.V. teaching is minimal.
2. Only well qualified teachers should be employed in this program even if it is necessary to have teachers travel between several schools.
3. Classes in a Foreign Language before or after school should not be held because they are not good for the image of Foreign Languages which is being presented to the public.
4. Continuity must be maintained. Once a student has begun the study of a Foreign Language he should be given every opportunity to continue it until he can become proficient.
5. Administrators, parents and students should be sold on the program. Perhaps a film could be prepared or made available which would introduce our program and what we are trying to accomplish.

II. TEACHER SUPERVISION

1. To effectively articulate the programs, teachers must use the same text. This should not only be done in districts, but throughout the state and regional areas of the nation. Teachers' individual differences can be expressed in supplementary materials.
2. Teachers would not only accept but welcome stronger supervision and assistance.
3. More summer workshops should be made available for both teachers and students.
4. Much closer contact should be maintained between teachers and supervisors during the school year.

5. There is a great need for central dispensaries of films and materials within the districts.
6. Each district should have a supervisor of Foreign Languages and teachers should be required to meet certain minimum requirements of proficiency before being allowed to teach.
7. Basic minimum requirements of material to be taught at each level should be determined and maintained.

III. STUDENT GROUPING

1. Flexibility in grouping is necessary.
2. Grouping should be done according to ability and not grade.
3. Generally a student should not be excluded until he has had the opportunity to trying to learn a foreign language.
4. For advanced classes in high school or college the teaching of other subject (Social Studies, Science, Math and etc.) in the foreign language could be more effective than the teaching of more and more literature.

IV. COLLEGE RESPONSIBILITIES

1. College professors should know what is going on in the public schools within their area.
2. Colleges should concentrate on preparing student teachers to teach foreign languages rather than literature, philosophy, interpretation, and etc.
3. Colleges should also correlate with respect to the material tested in their entrance exams. Frequently there is little relationship between what the high schools teach and what the colleges test for.
4. Colleges should correlate with each other and establish a common philosophy for Foreign Language teaching.

5. Colleges should do more to assist high schools to develop and maintain A.P. Classes in foreign languages.
6. It is felt that the colleges frequently require more training from high school students than they do from college students in order to earn equivalent credit.

PART V

THE FOREIGN LANGUAGE SPECIALIST DISCUSSES ARTICULATION

LESTER MCKIM

ARTICULATION IN FOREIGN LANGUAGE INSTRUCTION

by
Lester McKim
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Our profession is made up of many elements, each playing a vital role in the total picture of articulation. Each of these elements will be discussed briefly.

FLES

I place FLES at the foundation of our profession, recognizing related problems which have resulted in far more experiences of failure than success. We need to establish a logical philosophy concerning FLES programs. Certain questions cannot be avoided.

1. Can students learn a FL when unqualified teachers are used? There are several implications if the answer is no.
   a. No FLES program should be started unless qualified teachers are available.
   b. FLES programs should never be legislated.
   c. TV programs should not be used if follow-up is by unqualified classroom teachers.
   d. Publishers no longer need to worry about quides for unqualified teachers.

There are other implications if the answer is yes.

a. There are acceptable substitutes for qualified FL teachers.

   (1) TV, (2) Recordings, (3) Combination of 1 and 2 and teacher guides.

b. The lack of qualified teachers is not a major problem.

c. The proloferation of FLES programs is desirable by legislation if necessary.

2. Can all students learn a foreign language? The usual answer is "Yes, if ..... but ....."

   a. If qualified teachers are available, but they are not.

   b. If good teaching materials are available, but they are not.

   c. If time is available, but it is not.

   If there is no possibility for offering a good FLES program for all students, some kind of selection becomes necessary. Which students are to be eliminated?

   a. Those who have limited academic ability but will probably have foreign living experiences (armed forces or otherwise) or

   b. Those who show the ability to become effective FL majors.

3. Should FLES students be ability grouped? I favor such grouping. Subjective evaluation indicated that:

   a. Children are hurt less when placed in a slow group than when forced to compete with superior students.

   b. Children learn more when they can move at their own speeds.

   c. Children respond more favorably to the instruction,

   d. Scheduling problems can be overcome.

4. What is the best age for beginning FLES instruction?

   I am not bothered about starting in grade one. I favor the early start if there is a possibility for continuity. The possibilities for sequential instruction are a more vital consideration than the possible interference with other parts of the curriculum.

5. What is the best time allotment at each age level? In my program we have:

   15 to 20 minutes a day for grades 1, 2, and 3.

   Three 30 minute and two 15 minute periods weekly for grades 4, 5, and 6.

   The 30 minute periods are for large groups, 30 to 35.

   The 15 minute periods are for small groups, 15 to 18.

6. How should FLES students be evaluated? Should tests be used?

   I maintain they should if testing is of those language features which are being taught: comprehension, pronunciation, ability to respond, etc.

7. Is FLES really a possible or even necessary foundation for the profession?

   Although I am skeptical about the value of many FLES programs now in existence, I feel we must move ahead in the development of the stronger ones. I despair for the profession if effective FLES programs cannot be established.

FLJHS

There are strong feelings about junior high involvement in FL instruction.

NEGATIVE CONSIDERATIONS

1. "Good teachers are promoted to high school."

   So long as high schools continue to steal the most effective JHS teachers, that level will be in trouble.

2. "Crossing academic and administrative levels will not work."

   Unless this is wrong, JHS instruction will never be as strong as it should be. Articulation of instruction between JHS and HS can be improved; stronger teachers can

be used for JHS teaching; morale of JHS teachers can be improved by making it possible for them to teach some advanced classes.

3. "There is no room in the JHS program for FL instruction."

Although the curriculum is admittedly crowded, room can be found where there is administrative interest. Flexible scheduling could help.

4. "Students are too young to do the same work in JHS (grade 9) as in high school."

There are many reasons for this besides age - teacher competence is one example. An answer is to allow more time. This is often three years for two levels.

AFFIRMATIVE CONSIDERATIONS

1. "Seventh grade may be the last good starting point."

I believe this is true, and consequently every effort must be made to strengthen grade 7 and 8 programs.

2. "JHS beginning can assure a long foreign language sequence."

This can be very true if articulation problems can be worked out.

3. "Flexible scheduling can make time available for daily instruction."

This is undoubtedly true. We need to learn what we can do with instructional periods of varying lengths and groups of different sizes.

4. "Improved materials are now available."

Only six years ago JHS teachers were forced to either use texts designed for HS or write their own materials. This situation has improved considerably.

FLHS

Although this is the level which is the most firmly established, there are still important questions to be considered. Even at this level, there is no widely accepted philosophy - an obvious reason for the continued articulation problems.

1. What are the goals?

   Even if we accept those that are commonly given, we find ourselves short on personnel, materials, and time to achieve the goals. This indicates need for care in stating goals to be sure they can be achieved.

2. Which students get how much instruction?

   my personal formula calls for:

   a. At least one level mastered by all HS students - perhaps gained in FLES or FLJHS or during more than one year in FLHS if necessary. (This applies to the ideas expressed below as well.)

   b. At least two levels mastered by all students capable of graduating with an academic curriculum completed.

   c. At least three levels mastered by all with special FL aptitude.

   d. At least four levels mastered by all with special FL aptitude and interest and all in upper 1/4 of class academically.

3. How can busy HS students find time for FL study?

   a. Flexible scheduling can help - (See FLJHS)

b. FL curriculum can be made more attractive, thereby becoming competitive with mat, science, etc.

(1) Include study of biographies.

(2) Use periodicals published in FL.

(3) Use a variety of books, including literature, but not limited to literature.

4. Which FL should be taught?

Adding a FL to a school is not always good - and may be bad if it harms those already established. Consider local interest, teacher avilability, possibility for continued study in college, availability of good teaching materials.

5. What role for Latin?

There seems to be a strong trend toward the reinstatement of Latin. MFL teachers should keep informed and cooperate with their Latin teaching colleagues.

6. How valuable are language laboratories?

They are a common feature in plans for FLHS. They are still not being used very effectively.

FLC

What happens when a graduate from FLHS goes to college? He finds:

1. First and second year courses taught largely by teacher assistants in large universities.
2. Too wide a variety of conditions among small colleges to permit any generalization.
3. Generally greater emphasis on reading, writing, and translation.
4. Students from HS are starting over again to avoid bad grades.
5. Less teacher sympathy.

6. Frequent changes among the teaching staff from year to year.

The college teacher still finds.

1. Serious errors in prounuciation, intonation, and syntax.
2. Faulty concepts - both grammatical and cultural.
3. Poor work habits and a lack of independence.
4. The above items are changing favorably, but are still a problem.

There are some important trends at the college level.

1. First year of instruction does not count toward a major -- a strong trend.
2. No credit for first year of first FL toward B. A. -- seems to be gaining as a trend.
3. Beginning courses are not offered -- weak as a trend and as a policy.
4. Students are rewarded for FL competence -- credits toward major and B. A. awarded for proficiency above first year level. Perhaps a weak trend but a good policy.
5. Conversation courses offered at upper division and graduate levels -- a strong trend and an indication of the recognition of modern methods and goals.
6. Cross-disciplinary offering of courses -- history, music appreciation, art appreciation in a foreign language.

FST

Foreign study and travel are more important. The numbers of students going abroad have made educational opportunities more limited during recent years. After a thorough study of the stiuation, Stephen Freeman of Middleburg,

cautions that the profession needs to:

1. define "study abroad."
2. define objectives of such study.
3. distinguish types of programs.
4. evaluate programs in terms of stated objectives.
5. chech program supervision and direction.
6. check student screening procedures.
7. place a temporary moratorium on new programs.
8. evaluate with special care most commercial programs.
9. coordinate foreign study and travel programs at the national level.

FLG

Teachers new to the profession must think immediately of graduate work. Careful planning is essential. First basic decision concerns direction to be taken in graduate study program.

1. Improve teaching at FLES to ELHS levels.
2. Work toward college level teaching.

If aiming at the first, then does work:

1. aim only at classroom teaching.
2. prepare class for supervisory work?

If aiming at the college level, the teacher must decide on area of emphasis.

1. Literature.
2. Linguistics.
3. Teacher training.

Regardless of goals, new teachers should be informed of aids through:

1. NDEA institutes.
2. government and university fellowships.
3. sabbatical leave.

I-T

Regardless of the effectiveness of the teacher training program, there is always a need for effective inservice programs. For new teachers, orientation is needed to:

1. school policies.
2. departmental policies.
3. teaching materials.
4. teaching aids.

All teachers require a continuing education program for:

1. language maintenance.
2. language improvement.
3. deepening of cultural knowledge.
4. instruction of research design.

In relation to inservice training, there are special needs for FL teachers and help available from various sources. There is not a clear definition of who is responsible for which aspects of inservice. People involved are:

1. local supervisors, perhaps with help from federal funds.
2. local colleges.
3. consultants from publishing companies.

FLM

As indicated above, FLJHS teaching materials have been improved in recent years. They still fall short of meeting the needs of our FL teachers, so

changes can be expected. As teachers examine materials, they need to consider at least the following features:

1. Are they appropriate for the grade and age levels of the students?
2. Are they linguistically oriented?
3. Are they carefully coordinated with A.V. aids?
4. Are they really teachable?
5. Are they designed for a long sequence of instruction?
6. Do they represent the culture authentically?
7. Are adequate teacher aids provided?
8. Does the company provide either a teacher training program or guidelines for one?

FLP

Through professional activities, teachers remain aware of new trends, developments, and opportunities. Although most teachers have a limited amount of time, the following activities should be considered minimal:

1. Participation in program of self improvement relative to teaching techniques.
2. Follow a program of continuing education.
3. Work with local FL teachers to strengthen FL program.
4. Work with other local teachers to strengthen total school program.
5. Participate in some professional activities beyond the local level.

Professional activity suggests a program of reading. I consider the following to be reading musts:

1. State newsletter.

2. At least one AAT journal.
3. The MLJ
4. The NDEA DFL bulletin.
5. At least one FL newsletter or periodical.

As I look at the complexities involved in the development of an articulated program, I base my greatest hopes on the recent trend toward stronger supervision. The characteristics of an effective supervisor include:

1. Teaching excellence.
2. Competence in at least one FL.
3. Some area of specialization in FL training.
4. Broad general knowledge of FL field.
5. Intimate knowledge of at least one foreign culture.
6. Courage to stand by his convictions.
7. Ability to relate well to others.
8. Organizational ability.
9. Willingness to experiment, conduct research, change his mind.
10. Ambition to excel.

The effective supervisor makes an invaluable contribution to the profession through his efforts to:

1. establish a sound philosophy for FL instruction.
2. establish an effective curriculum for FL program.
3. establish a strong teaching corps.
4. conduct an effective public relations program.
5. conduct a strong inservice program.

MLA

6. participate in professional activities beyond the levels that can be expected of teachers.
7. conduct meaningful research and publish results.

JUL 27 1967